

Name:

### Tutoring Plan/Reflection

\*Goal: Rosa will respond to To the Beach! by visually representing something from the text through a Sketch-to-Stretch.

\*Today's Purpose (rationale): The purpose of today's lesson is to help Rosa build comprehension of the text via an outlet (art) that she enjoys and feels confident about. My intention is that Rosa will expand and communicate her comprehension of the text as she draws (visually represents) about a self-selected part of the book. Well-articulated purpose

Big Picture: This lesson will help Rosa actively engage and enjoy literacy while simultaneously building her confidence as a literate individual.

| *Instructional Strategies/Activities   | *Purpose  | *Looking for  | *Time                                      |
|--|---|---|--|
| 1. I will introduce the book <u>To The Beach!</u> to Rosa. I will engage her in discussion about the book including what she notices about the pictures/text, what she thinks it might be about, and more.   | 1. Rosa is very good at making predictions, so allowing her to preview the book will hopefully build her confidence and pique her interest in the book as she waits to see if her predictions are correct.  | 1. I am looking for Rosa to use various features of the book (pictures, font, text, etc.) to make comments and predictions about the book.                              | 1. 3 minutes                               |
| 2. I will tell Rosa why I chose this book for us to read. I might say, "I chose this book because I love the illustrations. I especially like the way the illustrator uses humor in her pictures." I will then show Rosa pictures of funny facial expressions and situations. I will ask Rosa what other features she notices about the illustrations. | 2. Rosa is very humorous and is often points out details in texts that she finds funny. Noticing these details may further engage her in the book. Also, because she will be drawing, I want her to notice the illustrations of the book to help her form ideas.  | 2. I am looking for Rosa to become further engaged with the book and for her to pick up on other details of the <u>illustrations</u> .                                  | 2. 5 minutes                               |
| 3. I will read the book to Rosa. I will tell her, "Because the illustrations in the book are so fun, I want you to be  | 3. I want Rosa to focus on the illustrations because they convey nearly the same amount of information as the text. Because Rosa likes to talk about the books, I want to make it clear that she can interject at any time when she has something to <u>say</u> . | 3. I am looking for Rosa to be actively listening and participating in the book by commenting when she notices something.   | 3. 10 minutes                              |
|  | 4. I want Rosa to think about the book and the events within the book as a comprehension tool. Thinking about the plot, looking back through the  | 4. I am looking for Rosa to choose a part of the book she likes and use her speaking abilities to explain her choice.   | 4. 3 minutes                               |
|  |   | 5. I am looking for Rosa to use her enthusiasm for drawing to convey meaning (about her chosen scene). I am looking for her to use details like we noticed earlier (ie: | 5. rest of time (likely into next session) |

Comment [TD2]: What kinds of other details? I'm curious.

Comment [TD1]: How do you intend to make this clear to her?

able to focus on them during the book. So, I am going to read it this time.” I will invite Rosa to stop me at any point if she has anything she wants to share or if she has noticed something interesting. Ok, ignore my other comment, I just now noticed the numbers were askew

4. When I have finished reading the book, I will ask Rosa to think about a scene from the book she found particularly interesting. I might say, “This book was so full of action! Was there any part of the book that you found really funny or that you thought was really interesting?” If she has a hard time deciding, I will allow her time to look back through the book to spark her memory. When she chooses a part of the book, I will ask her what she found interesting about that part.

5. I will invite Rosa to draw her own illustration of that part of the book. I might say, “The illustrator did a great job of describing that particular part with her pictures. But there are so many other ways a reader could imagine that scene happening. While you draw, I will draw the same scene and then we can compare how we both pictured the same part.” We will most likely run out of time- if this is the case, I will tell Rosa that we will come back to this in the next session.

book, and then describing one part of the book will hopefully solidify her understanding of the text. Because Rosa has very effective speaking skills, I hope that her ability to explain the part well will scaffold her ability to visually represent the part well.

5. I want Rosa to realize that her thoughts and ideas about a book are just as valuable as the original author’s thoughts and ideas. I will draw with her so that she does not feel as though I am watching over her shoulder, something I have noticed makes her antsy. Also, I want to demonstrate that each reader brings something different to a text.

humor and other features she pointed out)

\*Questions/prompts (describe what you might say): included in instructional strategies/activities

SAMPLE